

About The New England Common Assessment Program



This report highlights results from the Fall 2012 Beginning of Grade New England Common Assessment Program (NECAP) tests. The NECAP tests are administered to students in Maine, New Hampshire, Rhode Island, and Vermont as part of each state's statewide assessment program. NECAP test results are used primarily for school improvement and accountability.

Achievement level results are used in the state accountability system required under No Child Left Behind (NCLB). More detailed school and district results are used by schools to help improve curriculum and instruction. Individual student results are used to support information gathered through classroom instruction and assessments.

NECAP tests in reading and mathematics are administered to students in grades 3 through 8 and writing tests are administered to students in grades 5 and 8. The NECAP tests are designed to measure student performance on grade level expectations (GLE) developed and adopted by the four states. Specifically, the tests are designed to measure the content and skills that students are expected to have as they begin the school year in their current grade — in other words, the content and skills that students have learned through the end of the previous grade.

Each test contains a mix of multiple-choice and constructed-response questions. Constructed-response questions require students to develop their own answers to

questions. On the mathematics test, students may be required to provide the correct answer to a computation or word problem, draw or interpret a chart or graph, or explain how they solved a problem. On the reading test, students may be required to make a list or write a few paragraphs to answer a question related to a literary or informational passage. On the writing test, students are required to provide a single extended response of 1-3 pages and three shorter responses to questions measuring different types of writing.

This report contains a variety of school- and/or district-, and state-level assessment results for the NECAP tests administered at a grade level. Achievement level distributions and mean scaled scores are provided for all students tested as well as for subgroups of students classified by demographics or program participation. The report also contains comparative information on school and district performance on subtopics within each content area tested.

In addition to this report of grade level results, schools and districts will also receive Summary Reports, Item Analysis Reports, Released Item support materials, and student-level data files containing NECAP results. Together, these reports and data constitute a rich source of information to support local decisions in curriculum, instruction, assessment, and professional development. Over time, this information can also strengthen schools' and districts' evaluation of their ongoing improvement efforts.



Fall 2012 Beginning of Grade 3 NECAP Tests

Grade 3 Students in 2012-2013

School Results

School: Raymond Elementary School

District: RSU 14

Code: 3162-1366



Fall 2012 - Beginning of Grade 3 NECAP Tests

Grade 3 Students in 2012-2013

Grade Level Summary Report

School: Raymond Elementary School
 District: RSU 14
 State: Maine
 Code: 3162-1366

PARTICIPATION in NECAP	Number									Percentage								
	School			District			State			School			District			State		
Students enrolled on or after October 1	45			243			13,593			100			100			100		
	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
Students tested	45	45		240	240		13,230	13,255		100	100		99	99		97	98	
With an approved accommodation	9	11		43	47		2,554	2,640		20	24		18	20		19	20	
Current LEP Students	0	0		5	5		434	451		0	0		2	2		3	3	
With an approved accommodation	0	0		2	2		189	206					40	40		44	46	
IEP Students	11	11		27	27		1,951	1,958		24	24		11	11		15	15	
With an approved accommodation	8	9		21	22		1,430	1,452		73	82		78	81		73	74	
Students not tested in NECAP	0	0		3	3		363	338		0	0		1	1		3	2	
State Approved	0	0		2	2		214	204					67	67		59	60	
Alternate Assessment	0	0		2	2		188	184					100	100		88	90	
First Year LEP	0	0		0	0		6	0					0	0		3	0	
Withdrew After October 1	0	0		0	0		0	0					0	0		0	0	
Enrolled After October 1	0	0		0	0		0	0					0	0		0	0	
Special Consideration	0	0		0	0		20	20					0	0		9	10	
Other	0	0		1	1		149	134					33	33		41	40	

NECAP RESULTS

		School												District						State						
		Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
						N	%	N	%	N	%	N	%													
READING	45	0	0	45	4	9	23	51	11	24	7	16	344	240	11	59	18	12	345	13,230	12	56	20	12	345	
MATH	45	0	0	45	5	11	25	56	12	27	3	7	343	240	16	53	22	10	344	13,255	15	47	23	15	343	
WRITING																										

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Throughout this report, percentages may not total 100 since each percentage is rounded to the nearest whole number.

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



Fall 2012 - Beginning of Grade 3 NECAP Tests

Grade 3 Students in 2012-2013

Reading Results

School: Raymond Elementary School
 District: RSU 14
 State: Maine
 Code: 3162-1366

Proficient with Distinction (Level 4)

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student offers insightful observations/assertions that are well supported by references to the text. Student uses range of vocabulary strategies and breadth of vocabulary knowledge to read and comprehend a wide variety of texts.

(Scaled Score 357–380)

Proficient (Level 3)

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student makes and supports relevant assertions by referencing text. Student uses vocabulary strategies and breadth of vocabulary knowledge to read and comprehend text.

(Scaled Score 340–356)

Partially Proficient (Level 2)

Student's performance demonstrates an inconsistent ability to read and comprehend grade-appropriate text. Student attempts to analyze and interpret literary and informational text. Student may make and/or support assertions by referencing text. Student's vocabulary knowledge and use of strategies may be limited and may impact the ability to read and comprehend text.

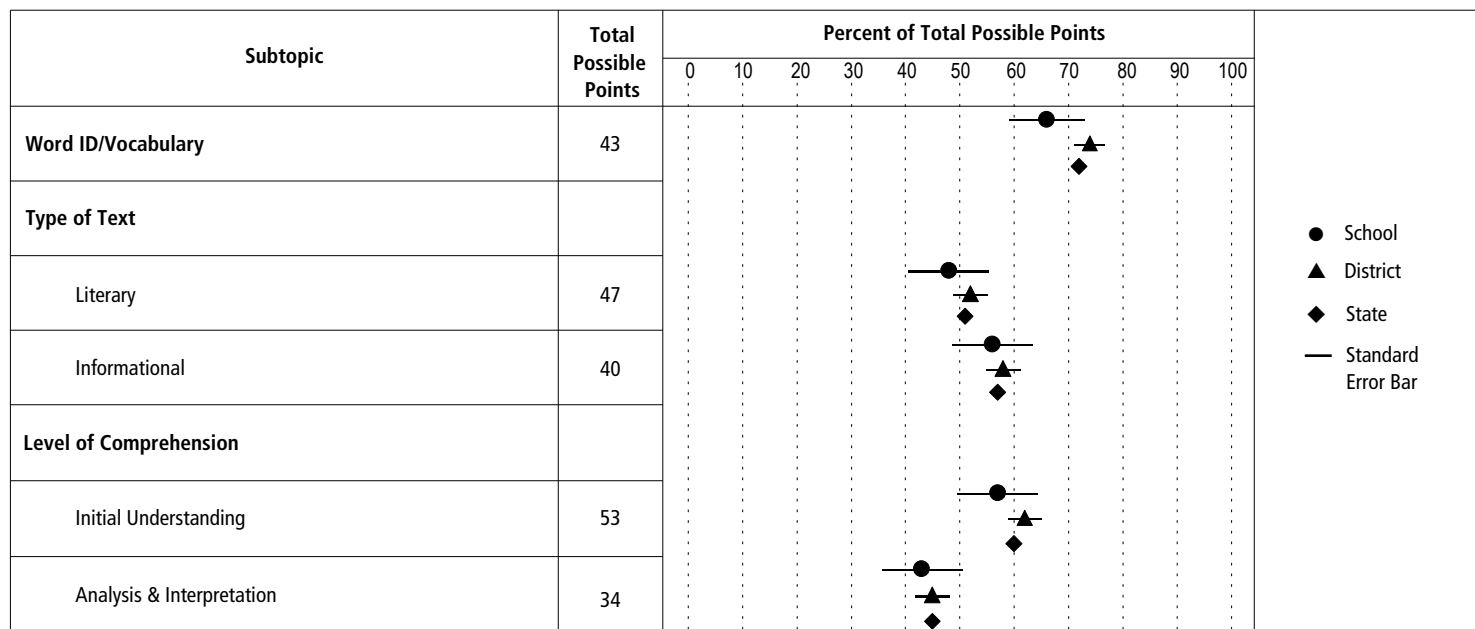
(Scaled Score 331–339)

Substantially Below Proficient (Level 1)

Student's performance demonstrates minimal ability to derive/construct meaning from grade-appropriate text. Student may be able to recognize story elements and text features. Student's limited vocabulary knowledge and use of strategies impacts the ability to read and comprehend text.

(Scaled Score 300–330)

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
School													
2010-11	43	0	0	43	6	14	22	51	11	26	4	9	344
2011-12	52	1	0	51	4	8	28	55	13	25	6	12	343
2012-13	45	0	0	45	4	9	23	51	11	24	7	16	344
Cumulative Total	140	1	0	139	14	10	73	53	35	25	17	12	344
District													
2010-11	228	2	1	225	19	8	130	58	50	22	26	12	343
2011-12	264	6	1	257	44	17	137	53	48	19	28	11	345
2012-13	243	2	1	240	26	11	141	59	44	18	29	12	345
Cumulative Total	735	10	3	722	89	12	408	57	142	20	83	11	344
State													
2010-11	13,431	249	114	13,068	1,500	11	7,635	58	2,515	19	1,418	11	345
2011-12	13,341	222	85	13,034	2,375	18	7,036	54	2,299	18	1,324	10	346
2012-13	13,593	214	149	13,230	1,631	12	7,436	56	2,635	20	1,528	12	345
Cumulative Total	40,365	685	348	39,332	5,506	14	22,107	56	7,449	19	4,270	11	345





Fall 2012 - Beginning of Grade 3 NECAP Tests

Grade 3 Students in 2012-2013

Disaggregated Reading Results

School: Raymond Elementary School
 District: RSU 14
 State: Maine
 Code: 3162-1366

REPORTING CATEGORIES	School												District						State						
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	45	0	0	45	4	9	23	51	11	24	7	16	344	240	11	59	18	12	345	13,230	12	56	20	12	345
Gender																									
Male	27	0	0	27	2	7	10	37	9	33	6	22	340	130	8	53	23	15	342	6,817	10	55	22	14	343
Female	18	0	0	18	2	11	13	72	2	11	1	6	349	110	14	65	13	8	348	6,413	15	58	18	9	347
Not Reported	0	0	0	0										0						0					
Race/Ethnicity																									
Hispanic or Latino	0	0	0	0										7						239	11	47	26	15	343
Not Hispanic or Latino																									
American Indian or Alaskan Native	0	0	0	0										1						114	4	57	26	13	342
Asian	1	0	0	1										7						223	19	50	20	12	346
Black or African American	0	0	0	0										1						445	4	39	28	29	337
Native Hawaiian or Pacific Islander	0	0	0	0										0						18	6	50	28	17	341
White	44	0	0	44	4	9	23	52	10	23	7	16	344	220	11	59	17	13	345	11,991	13	57	19	11	345
Two or more races	0	0	0	0										4						200	16	52	19	14	345
No Race/Ethnicity Reported	0	0	0	0										0						0					
LEP Status																									
Current LEP student	0	0	0	0										5						434	4	39	27	30	336
Former LEP student - monitoring year 1	0	0	0	0										0						10	40	30	20	10	353
Former LEP student - monitoring year 2	0	0	0	0										0						6					
All Other Students	45	0	0	45	4	9	23	51	11	24	7	16	344	235	11	58	19	12	345	12,780	13	57	20	11	345
IEP																									
Students with an IEP	11	0	0	11	0	0	1	9	5	45	5	45	331	27	0	11	33	56	328	1,951	2	31	29	38	334
All Other Students	34	0	0	34	4	12	22	65	6	18	2	6	348	213	12	65	16	7	347	11,279	14	61	18	7	347
SES																									
Economically Disadvantaged Students	14	0	0	14	2	14	6	43	2	14	4	29	342	86	7	57	16	20	342	6,810	7	52	24	17	342
All Other Students	31	0	0	31	2	6	17	55	9	29	3	10	345	154	13	60	19	8	347	6,420	18	61	16	6	348
Migrant																									
Migrant Students	0	0	0	0										0						5					
All Other Students	45	0	0	45	4	9	23	51	11	24	7	16	344	240	11	59	18	12	345	13,225	12	56	20	12	345
Title I																									
Students Receiving Title I Services	10	0	0	10	0	0	2	20	3	30	5	50	331	60	2	42	27	30	336	4,261	6	46	29	19	340
All Other Students	35	0	0	35	4	11	21	60	8	23	2	6	348	180	14	64	16	6	348	8,969	15	61	16	8	347
504 Plan																									
Students with a 504 Plan	4	0	0	4										15	7	53	20	20	342	265	10	61	19	10	346
All Other Students	41	0	0	41	4	10	22	54	9	22	6	15	345	225	11	59	18	12	345	12,965	12	56	20	12	345

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



Fall 2012 - Beginning of Grade 3 NECAP Tests

Grade 3 Students in 2012-2013

Mathematics Results

School: Raymond Elementary School
 District: RSU 14
 State: Maine
 Code: 3162-1366

Proficient with Distinction (Level 4)

Student's problem solving demonstrates logical reasoning with strong explanations that include both words and proper mathematical notation. Student's work exhibits a high level of accuracy, effective use of a variety of strategies, and an understanding of mathematical concepts within and across grade level expectations. Student demonstrates the ability to move from concrete to abstract representations.

(Scaled Score 353–380)

Proficient (Level 3)

Student's problem solving demonstrates logical reasoning with appropriate explanations that include both words and proper mathematical notation. Student uses a variety of strategies that are often systematic. Computational errors do not interfere with communicating understanding. Student demonstrates conceptual understanding of most aspects of the grade level expectations.

(Scaled Score 340–352)

Partially Proficient (Level 2)

Student's problem solving demonstrates logical reasoning and conceptual understanding in some, but not all, aspects of the grade level expectations. Many problems are started correctly, but computational errors may get in the way of completing some aspects of the problem. Student uses some effective strategies. Student's work demonstrates that he or she is generally stronger with concrete than abstract situations.

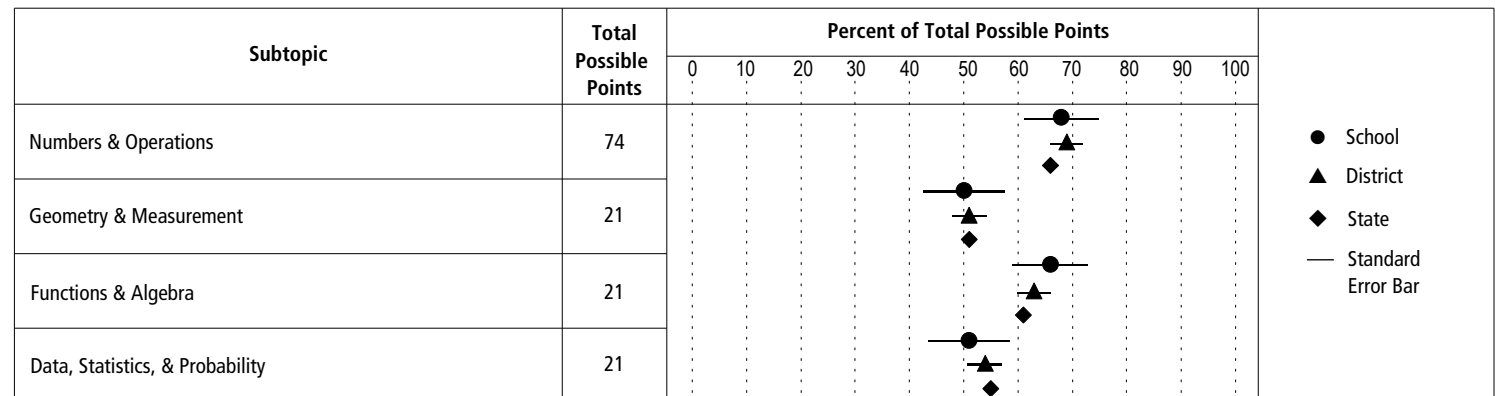
(Scaled Score 332–339)

Substantially Below Proficient (Level 1)

Student's problem solving is often incomplete, lacks logical reasoning and accuracy, and shows little conceptual understanding in most aspects of the grade level expectations. Student is able to start some problems but computational errors and lack of conceptual understanding interfere with solving problems successfully.

(Scaled Score 300–331)

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
School													
2010-11	43	0	0	43	6	14	21	49	8	19	8	19	342
2011-12	52	1	0	51	8	16	24	47	12	24	7	14	344
2012-13	45	0	0	45	5	11	25	56	12	27	3	7	343
Cumulative Total	140	1	0	139	19	14	70	50	32	23	18	13	343
District													
2010-11	228	2	1	225	33	15	101	45	49	22	42	19	342
2011-12	264	5	1	258	38	15	129	50	56	22	35	14	344
2012-13	243	2	1	240	39	16	126	53	52	22	23	10	344
Cumulative Total	735	9	3	723	110	15	356	49	157	22	100	14	343
State													
2010-11	13,431	190	120	13,121	2,108	16	5,962	45	3,100	24	1,951	15	343
2011-12	13,341	202	78	13,061	2,294	18	6,048	46	2,789	21	1,930	15	343
2012-13	13,593	204	134	13,255	1,988	15	6,183	47	3,038	23	2,046	15	343
Cumulative Total	40,365	596	332	39,437	6,390	16	18,193	46	8,927	23	5,927	15	343





Fall 2012 - Beginning of Grade 3 NECAP Tests

Grade 3 Students in 2012-2013

Disaggregated Mathematics Results

School: Raymond Elementary School
District: RSU 14
State: Maine
Code: 3162-1366

REPORTING CATEGORIES	School												District						State						
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	45	0	0	45	5	11	25	56	12	27	3	7	343	240	16	53	22	10	344	13,255	15	47	23	15	343
Gender																									
Male	27	0	0	27	3	11	16	59	6	22	2	7	343	130	14	58	20	8	344	6,836	15	48	22	15	343
Female	18	0	0	18	2	11	9	50	6	33	1	6	345	110	19	46	24	11	344	6,419	15	45	24	16	342
Not Reported	0	0	0	0										0						0					
Race/Ethnicity																									
Hispanic or Latino	0	0	0	0										7						245	13	35	30	22	340
Not Hispanic or Latino																									
American Indian or Alaskan Native	0	0	0	0										1						114	6	42	33	18	340
Asian	1	0	0	1										7						225	23	41	21	15	344
Black or African American	0	0	0	0										1						453	6	24	33	37	335
Native Hawaiian or Pacific Islander	0	0	0	0										0						18	0	50	22	28	339
White	44	0	0	44	5	11	25	57	11	25	3	7	344	220	16	52	21	10	344	12,000	15	48	22	14	343
Two or more races	0	0	0	0										4						200	10	50	23	18	341
No Race/Ethnicity Reported	0	0	0	0										0						0					
LEP Status																									
Current LEP student	0	0	0	0										5						451	6	24	30	39	335
Former LEP student - monitoring year 1	0	0	0	0										0						10	40	30	20	10	349
Former LEP student - monitoring year 2	0	0	0	0										0						6					
All Other Students	45	0	0	45	5	11	25	56	12	27	3	7	343	235	17	53	21	10	344	12,788	15	47	23	15	343
IEP																									
Students with an IEP	11	0	0	11	0	0	5	45	3	27	3	27	337	27	4	30	22	44	334	1,958	4	29	28	39	335
All Other Students	34	0	0	34	5	15	20	59	9	26	0	0	346	213	18	55	22	5	345	11,297	17	50	22	11	344
SES																									
Economically Disadvantaged Students	14	0	0	14	1	7	6	43	6	43	1	7	341	86	8	45	29	17	340	6,827	8	42	28	22	340
All Other Students	31	0	0	31	4	13	19	61	6	19	2	6	344	154	21	56	18	5	346	6,428	22	52	18	8	346
Migrant																									
Migrant Students	0	0	0	0										0						5					
All Other Students	45	0	0	45	5	11	25	56	12	27	3	7	343	240	16	53	22	10	344	13,250	15	47	23	15	343
Title I																									
Students Receiving Title I Services	10	0	0	10	0	0	4	40	4	40	2	20	338	60	0	43	32	25	338	4,279	7	38	31	25	339
All Other Students	35	0	0	35	5	14	21	60	8	23	1	3	345	180	22	56	18	4	346	8,976	19	51	19	11	345
504 Plan																									
Students with a 504 Plan	4	0	0	4										15	20	53	20	7	345	265	14	54	18	14	343
All Other Students	41	0	0	41	5	12	21	51	12	29	3	7	343	225	16	52	22	10	344	12,990	15	47	23	15	343

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Note: Some numbers may have been left blank because fewer than ten (10) students were tested.